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SCHOOL LIFE

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No. 5

SEES WASHINGTON AS NATION'S SCHOOL CENTER

"Line Can Be Drawn Between School Control and School Guidance," Says Secretary Lane—Urges National University

That Congress will some day make Washington city "the school center of the country" is the hope expressed by the retiring Secretary of the Interior, Franklin K. Lane, in a final report to the President, dated February 28. Mr. Lane says:

There is, it seems to me, a very definite line that can be drawn between school control by the central government and school guidance. Washington may well be a clearing house for the best methods of teaching and a source of invaluable suggestion without in any way impairing the authority or responsibility of the several States. It takes from 10 to 20 years for ideas to pass from one State to another now because there is no correlating influence, no one central authority which can make known to all the schools the discoveries made by a few. Federal control of schools would be a curse, because the inevitable effect of Federal control is to standardize, but we might perhaps do something less for our boys and girls than we do for our hogs and cotton without straining the Constitution or bankrupting the Treasury.

We should have here a national university of an original kind; one not fashioned and organized after the style of Harvard, Yale, or Columbia, in which the youth are taught, but a great heart for all the schools and universities in the land. A few thousand dollars would make a beginning. I had thought of making the venture on a simple scale, but the money could not be found. It should be a university for scholars and teachers and all men and women interested in the special themes with which it would from time to time deal. It should have no faculty and no set year. But throughout the year those distinguished in certain branches of knowledge should be brought here to give of their learning to a body of students interested especially in those certain subjects, the purpose

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UNITED ACTION PLEA OF EDUCATORS

Department of Superintendence Meeting Urges Schools to Get Together on Educational Needs—Resolutions Praise Work of Civic Organizations in Salary Campaigns

United action on the part of the educational forces of the country in preservation of American civilization was the keynote demand of the resolutions adopted by the Department of Superintendence, National Education Association, and of many of the addresses at the annual meeting held at Cleveland, Ohio, February 23 to 27.

The resolutions were in part as follows:

Whereas, the stability of our institutions and the future welfare of our civilization require not only the better education of the present foreign-born elements of our population, but also the careful education of the coming generation of citizens. Be it

Resolved, That the curricula of all public and private schools should include such instruction in American history as shall lead to a better understanding of the long proven advantages of our American form of representative Government, as distinguished from a pure democracy, and as shall show that domination by any class or group is destructive of all liberty; that all necessary changes in laws can be obtained in due time by orderly

and constitutional methods whenever the majority of our people earnestly desire them; that the right to own property is itself an attribute of liberty and an essential condition of social and political progress; that all kinds of labor, whether hand or brain, are equally necessary and must have equal honor and consideration; that every man shall enjoy the right to work and to own and save the just fruits of his labor; that artificial restriction of output is an economic waste; and that the essential principles of American constitutional Government, as established by our forefathers, have made it possible for the people of America to enjoy the greatest degree of freedom known to the history of man.

Whereas, the schools of the United States during the past year lost an unprecedented proportion of skilled and well-trained teachers, and

Whereas, the teacher-training institutions of the United States have at the present time only from 50 to 80 per cent of their prewar enrollment, and

Whereas, this condition is largely due to the inadequate salaries paid the teachers, therefore be it

Resolved, That this department commends the splendid work which has been done by boards of education, by social and civic organizations, by the public press, by legislators, by teachers' organizations, and by State, county, and city superintendents of schools, in promoting salary increases in order to make it possible for competent teachers to remain in the profession and to induce the more able of our young men and women to enter this most important branch of the public service.

The organization reaffirmed, by unanimous vote, its indorsement of a department of education with a secretary in the President's cabinet, and Federal aid to encourage the States in the promotion of education, "with the express provisions that Federal aid shall not imply Federal control or supervision of education and that education in all its phases shall be organized, supervised, and administered exclusively by State and local educational authorities." It also went on record as favoring special emphasis on instruction for thrift and generous provision for physical education.

Department Idea Favored.

Debates on the form of Federal participation in educational activity featured several of the meetings. A discussion before the Society of College Teachers of Education on February 22 was followed by a vote in which only members participated, the vote being 63 to 2 in favor of the department of education plan as opposed to a Federal board plan. Other votes taken during the convention showed in every case a unanimous or practically unanimous verdict in favor of the department of education idea.

United Action.

The necessity for a united action on educational matters was presented with special force by Prof. W. C. Bagley, of Teachers College, before one of the general sessions. Dr. Bagley said:

Above all, what we need to effect any reform on a nation-wide basis is united action. The enemies of public education will capitalize to the utmost every break in our ranks, every sign or symptom of divided counsels. * * * And in the meantime the education crisis is increasing in its seriousness. Teachers are leaving the service in unprecedented numbers; our normal schools are drawing smaller and smaller contingents of recruits; the educational departments of the colleges

and the universities are reporting lower and lower registrations although the number of college students is larger than ever before, and our public service is suffering most seriously where strength and efficiency are most sorely needed—namely, in the rural and village schools, which enroll nearly 60 per cent of the next generation of American voters.

But if this situation is serious beyond all precedent it also offers to our profession the best opportunities that it has ever had for initiating a thorough-going reform. The public is aroused as never before. We can get a hearing that we should never get under normal conditions. Shall we avail ourselves of this opportunity? Shall we work together and fight together for a school system that will be worthy of our democracy—a school system that will be 100 per cent efficient instead of 10 per cent? Shall we proclaim, now that we have the public ear, that the only solution of the educational problem of this great democracy is to put a mature, a well trained and a relatively permanent teacher in every classroom in the land? Shall we seize the opportunity that is present—or shall we drift with the tide—concerning ourselves with petty jealousies and inconsequential squabbles? Shall we demonstrate the ability of the public-school workers to think in big terms, to frame comprehensive policies, and to construct far-reaching programs? Shall we reform education from within, or shall we demonstrate our incapacity by waiting for other organizations and forces to reform it from without? The opportunity is ours to-day in measure that may never come again. Shall we grasp it, and work together, making every personal sacrifice for our great cause, forgetting our differences, remembering only that in all likelihood the greatest stake of the ages depends upon the outcome? And I do not speak boastingly or insincerely. Western civilization hangs to-day in the balance. Every gain that the race has made is threatened with destruction. Only a thin line separates France and England and Italy from the menace of barbarism. Upon our Nation may devolve the responsibility of keeping the torch aflame. Upon the trained intelligence, the clarified insight, and the disciplined will of our people in all likelihood will depend the fate of the world in the decades that are to come. First, last, and all the time it is an educational problem. It is your problem and my problem; your duty and my duty. At no time in the history of our profession has the need for devoted, consecrated, and united action been so imperative as it is to-day. Let us stand shoulder to shoulder within unbroken ranks and see the battle through to glorious victory.

Other speakers at the general sessions discussed teacher participation in school management, teachers' organization, compulsory moral training, physical education, and financing of education.

The association voted its preference for meeting in Washington, D. C., in 1920. Calvin N. Kendall, State Commissioner of Education for New Jersey, was elected president of the organization for the coming year. The other officers are: First vice president, E. A. Smith, su-

perintendent of schools of Salt Lake City, Utah; second vice president, J. M. Gwinn, New Orleans; and secretary, Belle M. Ryan, Omaha, Nebr.

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being that all parts of the country might quickly know of the latest revelations in science or the newest methods in the arts, and this at first hand from the master, whoever he might be.

"There should be some place into which the thought of America and of the world would head. The greatest things done by our people are not the expressions of government, but the expression of the adventuring mind to which liberty gives opportunity and occasion gives challenge. Our people are seeking for solutions for problems of every kind, and some are finding such solutions. But they have no universal ear into which to speak. The machinery for distribution in the world of thought is not efficient, and stimulus is greatly needed. This may be remedied and doubtless will be by the creation of a national center through which the impulses and activities, researches, and speculations of the leaders in our intellectual, artistic, and scientific life may have expression.

"In these days when the world is so much in a state of flux, and all peoples are wondering as to who will take leadership in finance, commerce, industry, and social advancement, there is little consideration given to the thought that ultimate leadership will come to the people, who are greatest in things not made but thought. The war has led all men to ask, "What may be true riches?" It is not difficult to forecast a quickening in our appreciation of those contributions which come to the world outside the realms of the tangible. The United States may take first place in this sphere if she will. But to do so she must show appreciation of the things of the mind. A very simple and easy preliminary step can be taken by the promotion of the idea that in this Capital city shall be gathered the educational forces of the country, that they may feel the dignity of being attached to the Nation, an integral part of it, not, however, as its dependents, nor as its ordered soldiers, but as cooperating minds seeking and giving help."

In the technical schools of New Zealand the women students outnumber the men by nearly 1,000. There has been a slight falling off in the various courses in engineering in these schools, but the building trades show a marked increase in enrollment.

INDORSE AMERICANIZATION MEASURE.

Cleveland Conference Goes on Record—Reports of Work in Various Cities.

The Kenyon Americanization bill, which passed the Senate on January 26, was indorsed by the Americanization conference held at Cleveland, Ohio, February 24 and 25, in connection with the annual convention of the Department of Superintendence, National Education Association. E. P. Wiles, director of Americanization work for Cleveland, presided.

Achievements of an Americanization campaign based on the principle of working through the immigrant himself were described by Dr. George Eisler, of Buffalo, N. Y. Buffalo has 400 foreign clubs, Dr. Eisler said, through the membership of which Americanization work is being carried on. Junior organizations of pupils were also used in this work.

For New York State, Dr. W. C. Smith told of the progress already made under the existing law. He made the point that "we can't impose Americanization from above," and showed that as a result of teacher-training work already carried on, New York State could now put 5,000 teachers with some training into Americanization work at a moment's notice.

Miss Pansy Stone emphasized the "fifty-fifty" plan of working out Americanization in Syracuse, N. Y., the foreign-born taking an active part in the movement. Part of the Syracuse campaign includes a plan whereby a thousand native-born women will each take a foreign-born woman as a neighbor. Social activities are emphasized.

Factory Classes in New York.

Associate Supt. Edson, of New York City, told of the Americanization work in factories, hotels, and homes in New York, where thousands of foreign-born men and women are learning the English language and securing training in the duties and responsibilities of citizenship.

Supt. Fred Shepherd, of Passaic, N. J., described the difficulties that had been met with in trying to have the foreign-born people come to evening school to learn English. He told of a recent investigation by the United States Bureau of Education and summarized the results as presented in Bulletin 1920, No. 4.

Reviews Americanization Conferences.

At this point in the meeting Mr. Wiles called upon Commissioner P. P. Claxton, of the Bureau of Education. Dr. Claxton reviewed the Americanization conferences of the past few years and explained the Kenyon Americanization bill.

Dr. Raymond Moley, director of naturalization work in Cleveland, discussed the naturalization process, pointing out some of the difficulties under the law. He showed how the citizens' bureau in Cleveland helped the foreign born in the preparation of first papers and in many other ways.

Frank L. Dykema, of Grand Rapids, Mich., told of the efforts in his city to "bring back" all Americans, whether native or foreign born, to a sense of the responsibility of citizenship, and especially the necessity for voting.

Americanization and Pennsylvania Industries.

At the opening of the second day of the conference E. E. Bach, director of Americanization for Pennsylvania, told how the work in that State had grown out of the war emergency and was now being placed under the State department of education. Having funds only for the training of teachers and workers, Mr. Bach said, they had, in addition to that work, made an investigation of the industries of Pennsylvania to see what Americanization work was already going on. Of the 1,063 plants employing more than 100 persons, 618 had training in safety and first aid; 401 had employment departments; 145 had personnel departments; 289 had welfare departments; 59 had social departments, and 59 had educational departments; and 751 industrial establishments did some kind of Americanization work.

Supt. Frank Cody said Detroit had 15,000 foreign born in day high schools and 14,000 in night high schools. "We found that the real need was teacher-training classes," he said. He pointed out that the Federal judge of the district was a member of the Americanization committee and the court accepted educational certificates for naturalization.

The Work in Massachusetts.

John J. Mahoney, director of Americanization for Massachusetts, reviewed the history of Americanization since 1900. He showed that in Massachusetts for every dollar spent by a local community in conducting immigrant classes the State reimburses the local community. On the other hand, there were only three State officials, the work being regarded as largely the responsibility of the local community. State officials have been active in enlisting the cooperation of the factories, and in teacher training. For the latter purpose Saturday morning conferences have been held. Mr. Mahoney said that in his State successful coopera-

tion had been worked out between the Bureau of Naturalization and the Massachusetts Division of University Extension, through which the Americanization program was carried on.

Summarizing the situation in Massachusetts, Mr. Mahoney said that 70 cities had adopted in whole or in part the State's Americanization program, and that there were 430 evening classes, 131 factory classes, and 92 women's classes. There were 9,030 in Americanization classes in December, 1919, as compared with 3,281 in December, 1918.

Mr. Mahoney considered that two things were necessary in the Americanization program: (1) *Money*, to produce leadership and train teachers; (2) *time*, "it will take time to do this job—we can't cut the Gordian knot."

Charles L. Towne, formerly in charge of the Massachusetts work, emphasized the importance of teacher-training. The work must be in the hands of skilled people, he asserted. "We have trained 2,500 teachers in Massachusetts in Americanization," he said, but he made clear that the work had been largely done through short courses. He thought the human element was of enormous significance, and he stressed the necessity for social engineering.

College Courses in Americanization.

Prof. A. E. Jenks, of the University of Minnesota, described courses given at the university in Americanism and American people, speaking particularly of the course established in 1918—a four-year Americanization training course leading to the B. S. degree. He said his institution had already turned out 38 trained leaders—57 less than the actual demand made upon them.

E. W. Waller, of Akron, Ohio, described progress in Americanization work in his city, with its 33 per cent of foreign population. The work now involved three directors and 76 teachers.

From Trading Post to "Community."

Introducing the Cleveland work, Mr. Wiles said that Cleveland, originally a trading post, had next advanced to be a village, then a city, and was now trying to be a "community." Americanization in Cleveland was financed from the community chest, he said, and every agency committed to a city-wide Americanization plan was represented in a general council.

"Make the Immigrant Feel at Home."

George E. Carothers, Miss Hulda Cook, and Mrs. Helen Horvak described other features of Americanization work in Cleveland. Mr. Carothers spoke particularly of the training of teachers and the demonstration school in Cleveland. Miss Cook outlined the requirements for

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TEACHERS LEAVING FOR BETTER-PAYING POSITIONS.

Business and Other Occupations Drawing Teachers Away, Reports from Colleges and Universities Show.

Typical cases of teachers in universities, colleges, and normal schools in 34 States who have left teaching for other occupations in the past few years have

recently been reported to the Bureau of Education. The positions and salaries to which they have gone are shown in the following table:

Teachers Who Have Left Colleges and Normal Schools for Other Occupations.

Former teaching position.		Present position.		Former teaching position.		Present position.	
Department.	Salary.	Work.	Salary.	Department.	Salary.	Work.	Salary.
Commercial	\$2,400	Accounting	\$5,000	Engineering	\$2,500	Illuminating company	\$4,000
Home economics	1,800	Research work	2,200	Agriculture	1,500	Commercial	2,500
Education	2,500	Government	3,000		1,500	do	2,500
Civil engineering	1,800	Highway engineer	5,000		1,125	do	1,800
Dairying	2,400	Commercial	4,800	Extension	1,400	County agent	2,250
	1,300	Bank examiner	2,000	Agriculture	2,000	Dairy business	7,000
	3,00		9,000	Horticulture	1,000	Commercial	1,800
	2,770		10,000		1,600	Farm bureau	2,400
	2,200			Agriculture	1,200	Poultry farm	2,500
Romance languages	2,500	Librarian	5,000		1,200	Bureau of Markets	2,500
Electrical engineering	2,000	Electrical	3,000	Biology	2,900	Education director	5,800
	1,800	do	2,100	Physics	2,300	Private business	8,000
Biology	2,000	Automobile	4,000	Engineering	2,200	do	4,000
Commercial	2,700		3,600	Medicine	1,600	do	6,000
Economics	2,200	Government	3,600	Geology	1,000	Oil business	3,000
Veterinary	2,200	Private practice	4,000		1,200	do	6,000
Agriculture	1,400	Farming	3,000	Pharmacy	1,100	Commercial work	4,000
Chemical engineering	2,000	Government	3,600	Geology	1,800	Oil	10,000
Civil engineering	2,000	Highway engineer	3,200	Education	2,000	Social work	2,800
Public speaking	1,300	Salesman	2,500		1,200	Government	2,500
	1,700	Lumber business	2,700		1,200	do	1,800
Agriculture	2,600	Farmer	4,000		1,200	Bank	1,600
Public speaking	2,500	Lycum	4,000		1,200	Government	1,800
	700	Equity union	3,000		1,000	do	1,800
	1,575	do	3,000		1,200	Bank	1,800
		Secretary, commercial club	1,800		1,200	Secretary chamber of commerce	3,500
		Starch works	2,700		1,200	Trade commissioner	4,500
		Industrial plant	4,000		1,800	Government	3,000
		Publicity work	5,000		1,800	Powder plant	4,000
Sociology	2,300	Insurance	2,700		3,600	Commercial work	7,500
Education	2,000	do	5,000		1,500	Powder plant	2,400
Chemistry	1,400	Industrial work	1,800		2,250	Automobile	5,000
Physics	2,200	Business	3,000		1,200	Powder plant	3,000
Romance languages	1,700	Commercial	2,800		1,500	Government	3,000
Pharmacy	1,320	Drug clerk	2,400		900	Clerical	1,350
Extension	2,700	Efficiency manager	5,000		1,000	Bond business	2,000
Medicine	2,700	Nursing	1,800		1,000	Governor	1,920
Education	1,700	Research	3,500		1,000	Powder plant	1,650
Geology	1,700	Health officer	4,000		1,000	Library	1,650
Book-keeping	1,000	Oil business	2,400		1,450	Lumber business	2,400
Psychology	2,300	do	2,400		1,600	Business	2,000
Extension	3,500	Book-keeper	1,500		2,000	do	3,000
Agriculture	2,500	Educational director	2,500		1,700	County agent	2,500
	3,200	Chamber of commerce	3,000		1,850	Advertising manager	3,000
	1,000	do	3,000		2,600	do	5,000
Minin.	3,000	Editor	7,200		2,100	do	4,000
Chemistry	1,800	Cashier	1,600		1,800	do	3,200
Agriculture	1,430	Commercial work	10,000		1,800	do	3,000
	3,700	Potash industry	2,400		1,200	do	2,500
	1,600	W. C. A.	1,500		1,000	do	1,800
	3,000	Manager of society	6,000		1,650	Mathematics	2,100
	3,000	Accounting	6,000		1,300	Economics	1,900
	3,000	Cattle breeding	7,500		2,100	Mechanical engineering	2,100
	1,800	Business	3,600		1,200	do	2,800
	1,800	Government	2,700		1,200	do	1,800
	1,200	Industrial	1,800		1,200	do	1,800
	1,700	Farm bureau	2,700		1,500	do	2,800
Medicine	2,250	Manufacturing	6,000		1,250	Machine work	1,500

RHODE ISLAND EMPLOYERS URGE BETTER TEACHERS' SALARIES.

At the annual meeting of the Employers' Association of Rhode Island the following resolution was unanimously adopted:

Whereas it is the firm opinion of the members of this association that the public-school teachers of this State are not receiving a remuneration commensurate

with the importance of the duties they are performing in educating the youth of this State; and

Whereas the information gathered by us shows that the present remuneration received by them is not fairly comparable with the wage received by other workers in fields of endeavor of much less importance to the public welfare; and

Whereas it has come to our knowledge that great discontent exists among the members of the profession because of this inadequate compensation: Therefore, be it

Resolved, That the Employers' Association of Rhode Island desires to place itself on record as being insistent that the teachers of the public schools of this city and State should receive a materially increased remuneration for their services commensurate with the importance of the duties they are daily performing in shaping the minds of the pupils under their instruction.

HIGHER SALARIES IN NEW ZEALAND.

The average teacher's salary in New Zealand in 1918 was slightly over £200, or nearly \$400 more than in the United States, according to a special statement furnished the Bureau of Education by Mark Cohen of Dunedin, New Zealand. At the beginning of 1919 there was an average increase of £16 and a further increase is contemplated for the near future.

Enrollment in evening technical classes and day secondary schools in the secondary schools has shown an increase of 50 per cent in the past five years, according to Mr. Cohen's statement. A great many primary school graduates also attend evening technical classes. Of all the students enrolled at the four existing colleges of New Zealand not less than 41 per cent take courses prescribed for teachers' examinations. Next in line comes the medical profession with 17 per cent, then law with 12 per cent, and engineering with 11 per cent of the total enrollment of students.

An increase in salaries of secondary teachers has been also effected lately. Before the war the average salary for a man principal was £524, for a woman principal £397. Men and women assistants drew £248 and £161, respectively. To-day the principals draw £615 and £434, and the assistants £301 and £201. The fact that there are a number of appointing bodies, some of them with jurisdiction over an area not large enough to warrant the appointment of experienced teachers requiring high salaries, is greatly deplored by the director of education, who suggests that with one appointing officer in charge, teachers could be easily transferred from one school to another according to their abilities and experience.

The State University of Iowa, through its extension division, cooperating with the Iowa League of Women Voters held a school of citizenship for Iowa women at the State University, Iowa, on February 18, 19, and 20.

HEALTH EDUCATION PART OF U. S. PUBLIC HEALTH PROGRAM IN MISSOURI.

Cooperation of Welfare Activities Sought—Will Try to Put School Health Work on Permanent Basis.

To bring about an effective organization of child-welfare activities in the State is the leading purpose of the program undertaken by the United States Public Health Service in Missouri, according to a statement by Dr. Taliaferro Clark, who is the medical officer in charge of field investigation of child hygiene. Dr. Clark says:

"The plan of procedure consists in visiting certain localities on request and making contact with interested persons including the local health officer, the Red Cross Chapter, Federated Women's Clubs, ministers, physicians, and other responsible persons in order to outline the work and to evaluate the cooperation that might be expected. This initial visit is followed up by a corps of trained schedule takers who make house to house inspection using Child Hygiene Form No. 8 for recording data relating to the family as a whole and Child Hygiene Form No. 9 for recording data relating to the individual children of the family. These cards when completed are forwarded to the Division of Child Hygiene, State Department of Health, together with a report of the resources of the community in order to enable the director of the Division of Child Hygiene to decide the extent of child health supervision that might be inaugurated profitably in the community. In a majority of instances the work will be limited to supplying a school nurse or a child welfare nurse, or both, according to available resources. When a permanent child welfare worker is assigned to the community, either at the expense of the community itself or of one or the other volunteer organization, duplicates of forms No. 8 and No. 9 are furnished this worker together with forms No. 10 and No. 11, which are printed on different colored paper for convenience in filing. These forms relate respectively to prenatal care and to the care of the infant and of children of preschool age. By this procedure the local worker will have available data relating to the families of expectant mothers and of those in which are found infants and children of preschool age over whom it is purposed to exercise intensive health supervision.

"In communities where in addition to the child welfare worker the health supervision of school children is maintained by the employment of a school nurse, a complete family record of the physical con-

dition of the children of the family under supervision can be obtained and incorporated in the files by duplicating Child Hygiene Form No. 4. In other instances, where no school nurse is employed, it is purposed to obtain certain data relating to the children attending school with the assistance of the teacher and the parent or guardian, using Child Hygiene Form No. 7.

"Local workers will be expected to render a report to the Division of Child Hygiene at stated periods. Furthermore, all the workers will be under constant and intensive supervision.

"The work in Missouri is of importance because as conducted it represents probably the first attempt ever made to coordinate the activities of such organizations as the American Red Cross, the Society for the Control and Relief of Tuberculosis, the University Extension Agents, and others with those of Federal Public Health Service and the State department of health. In fact, many of the local workers and the State supervisor of nurses, together with much additional material, will be supplied by these co-operating agencies. In addition to this, the work of Missouri is distinctive in that it is a concerted attempt to induce and assist local communities in the organization of child health work on a permanent local basis at local expense."

NORTH CAROLINA CONFERENCE ON RURAL EDUCATION.

At the request of various North Carolina officials, including Gov. Thomas W. Bickett, the Hon. E. C. Brooks, State superintendent of public instruction, Dr. Julius I. Foust, president of the State College for Women, and many

prominent citizens, educators, and others, the commissioner of education has called a conference on education to meet in Greensboro, N. C., April 29 and 30 and May 1, 1920.

The purpose of the conference is to bring together representative citizens, men and women, from all parts of the State; State, county, and city officials, farmers, laborers, merchants, manufacturers, home makers, lawyers, physicians, ministers, editors, educators, and others, to confer on the State's most important interest—the education of its people. The theme of the conference will be "The crisis in education in North Carolina and how to meet it."

The discussions will relate directly to the pressing problems of education in North Carolina, the principles upon which they are to be solved, and the formulation of a program of action looking toward legislation.

To the end that the conference may have the largest possible practical results it will consist of general sessions, with set speeches alternating with periods for meetings of the several sections into which the conference will be divided for the consideration of specific problems in education.

Special invitations will be sent to certain individuals to participate in the conference, and to institutions, societies, clubs, and other organizations to send accredited representatives. But all citizens who are interested in the educational welfare of the State are cordially invited and urged to attend.

The general program, to be issued soon, will state the time and place of the general and sectional meetings of the conference, most of which will be held on the grounds of the North Carolina College for Women.

13-YEAR-OLD CITY LAD CROWNED

"KING OF SCHOOL GARDENERS."

Sherman Wagner, of Minneapolis, Minn., whose earnings from his garden were at the rate of \$3,761 an acre, was accorded the title of "King of school gardeners of Minneapolis," and when garden prizes were awarded at the Central High School in Minneapolis the young soldier of the United States School Garden Army received a \$50 bicycle, a gold watch, and a \$5 bank account.

Credit to the title was earned through winning, for two successive years, the distinction of having the best of all Minneapolis school gardens, thus twice besting 3,000 contestants for the coveted prize. No prizes were awarded in 1918 on account of the war, and the prize-awarding exercises of 1919 combined the prizes for two years. School authorities thought Sherman was doing fine work when in 1918 he made a clear profit of a little more than \$100 from his "one-third of a lot" garden. But in 1919 he sold produce worth \$144.80, besides contributing materially to his mother's canning supplies. And, just to give full measure, he assisted his mother in her canning. The boy's earnings were at the rate of \$3,761 an acre from his tomatoes, radishes, lettuce, and beans. A farmer feels that he is doing well, garden supervisors say, if he gets a profit of \$1,000 an acre.

BOYS' AND GIRLS' CLUB FAIRS PROVIDED BY LAW IN ALABAMA.

District and county fairs for boys' and girls' clubs in Alabama were provided in a law passed by the Alabama Legislature in 1919. The main features of the law, according to L. N. Duncan, who has prepared a special bulletin on "The boys' and girls' club act," are as follows:

1. A county board of directors to have charge of all district and county boys' and girls' club fairs is created and is composed of:

- (1) The probate judge or chairman of the board of revenue who is ex-officio chairman of the county board for boys' and girls' fairs.
- (2) The county farm demonstration agent.
- (3) The county home demonstration agent.
- (4) The county superintendent of education.

2. The county board of directors divides the county into 10 fair districts based upon the school attendance of the previous year and the topography of the county. Each succeeding year the districts must be declared in force as they are, or the county redistricted at the discretion of the board, not later than the first Monday in July.

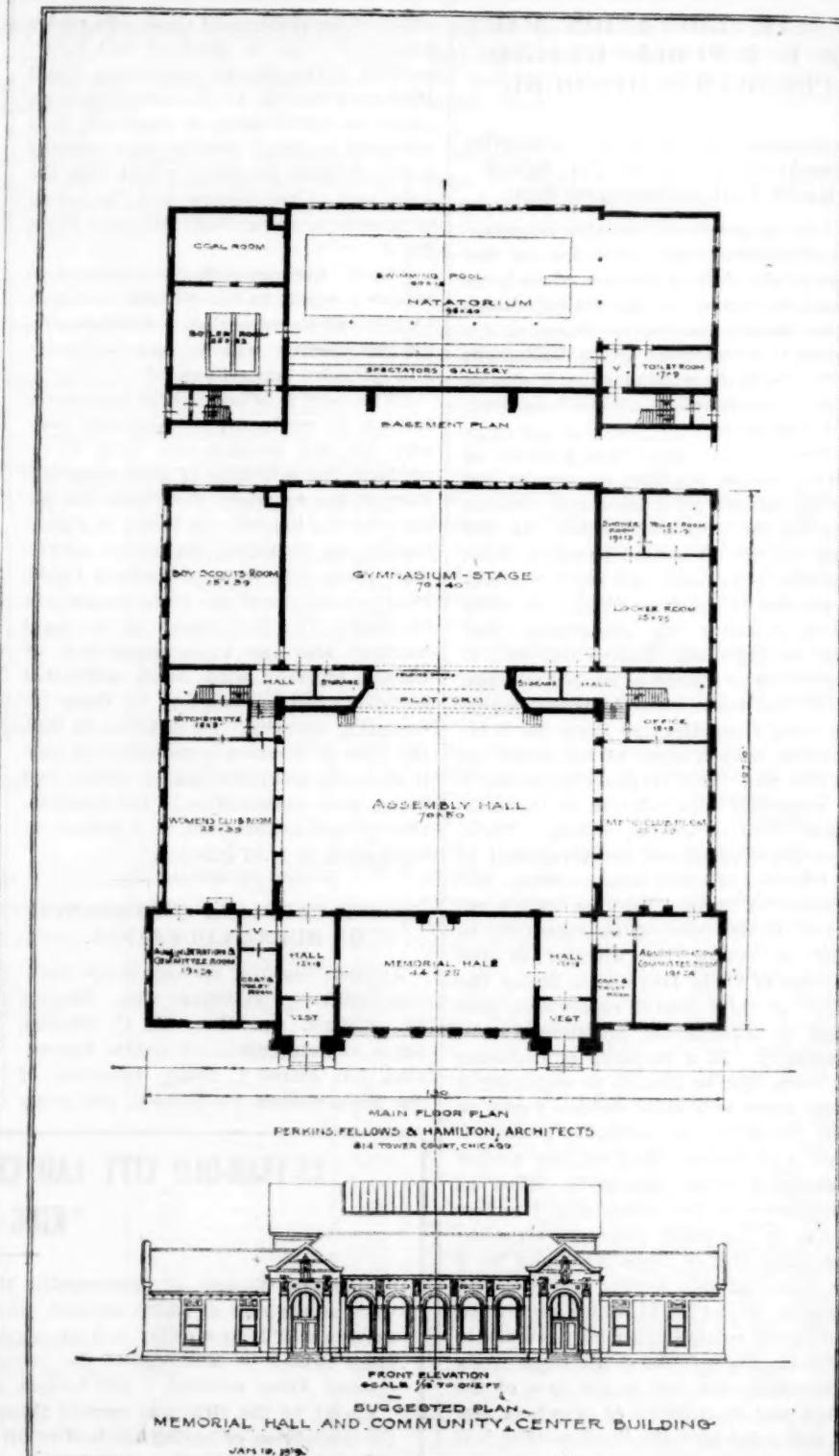
3. The county board of directors appoints a committee of three in each district to work up and look after the district fair.

4. In order to have a district fair \$25 must be raised and a majority of the legal voters in the district must sign a petition requesting the county board of revenue to declare the law in force for the district. The \$25 and the petition are presented to the board of revenue. The board of revenue then may declare the law in force for the district and appropriate an additional \$25 for the district. This makes a total of \$50 available for the district fair. After a district has once raised the \$25 and secured the signatures of a majority of the legal voters in the district to the petition, in the following years it will not be necessary to get another petition but simply to raise the \$25.

5. When a majority of the districts qualify for holding district fairs, then the board of revenue may declare the law in force for holding a county fair for club boys and girls and appropriate \$500 for such a fair. When the county qualifies there is then available for the county \$100 from the State.

6. The county board of directors must set all dates for all district and county fairs for club boys and girls. All district fairs in a county must be held prior to the county fair for club boys and girls in the same county. Such county fairs must be held not later than November 15 of each year.

7. The \$50 for a district fair may be spent, according to the discretion of the county board, for offering premiums or for other expenses in connection with the district fair. The county and State funds may be used for offering premiums and paying other expenses of a county boys' and girls' club fair and for holding meet-



Suggested Plan for a Commercial Center Building.

ings or short courses of instructions for club boys and girls.

8. All boys and girls competing for premiums must be either members of the boys' and girls' clubs as organized under the supervision of the county farm and home demonstration agents or students in vocational classes under the Smith-

Hughes law. They must also make exhibits and submit reports of their work.

9. The board of directors must designate some reliable and responsible bank in the county to receive and disburse all funds for district and county fairs for boys' and girls' clubs.

WHY NOT TEACH?

Varying the usual question, the Institute of Public Service, New York, says "Why not teach?" It offers the following suggestions for meetings held to encourage recruitment for the teaching profession:

1. Sing patriotic songs to emphasize the truth that teaching is the foremost of patriotic services.

2. Have attractive speakers, or be one.

3. Have the community's most prominent men and women not only in your audience but on your program. If you are one of them yourself help make the program go.

4. Show what good times the normal student and successful teacher has, including thrills of discovery and achievement which are seldom equaled elsewhere except by successful teaching out of school like mothering or convincing a party convention to take a progressive step.

5. Admit that a large percentage of teachers marry early and become home makers if women or superintendents if men, but marriage is no social disqualification and no better training school for successful married life exists than successful teaching.

6. Tell how teaching opens doors to advancement in all walks of life. President Wilson began as a teacher, as did ex-President Taft, and both are greater teachers to-day for that very reason. Governor Cox and ex-Governor Willis of Ohio are ex-teachers. The highest paid business woman was a teacher; so were Jane Addams, Anna Howard Shaw, Ida Tarbell, Honore Wiltse, Josephine Dodge Daskham, etc. A teacher has just been made manager of one of the country's greatest daily newspapers. The heads of the great foundations of over one hundred million dollars each are ex-teachers. Many of the most notable successes in woman's club work and particularly in successful home leadership are ex-teachers. There's no attraction which any other field has that is not more easily unlocked after success in teaching.

7. Tell that Cleveland is paying its superintendent \$12,000, Cincinnati \$10,000, Dayton \$6,150, Youngstown \$6,000, 13 Ohio counties \$4,000 or more, and that State universities are bidding against one another up toward \$20,000 to obtain teacher-presidents. Many Ohio rural schools are paying \$100 a month. Girls just one year out of high school easily earn \$85 or more even in rural schools. A minimum of \$1,000 is being generally urged and is almost here.

8. Explain that salary increases of \$200 to \$500 are being widely made for elementary and rural teachers and that all conditions point to an early correction of the salary arguments against teaching.

9. Invite and frankly but specifically meet all objections such as that teaching is hard on the nerves; teachers grow fussy; people treat teachers as hired servants rather than as social equals; boarding homes are lacking; teaching is narrowing and congealing; supervisors "supervise" when they ought to help; salaries are niggardly. The first answer is "Not always, there are many exceptions; you can be an exception; best teachers can choose." The next is "All these conditions are changing rapidly and will change more rapidly as ablest young people go in."

10. Answer the hardest objection with special care—that many best young people can not teach well, are not fitted to teach. That is seldom true. It is not fair to characterize and disqualify any earnest man or woman, as that declaration does, until after a trial. Nothing else gives the trial so well as teaching.

11. Send the audience, especially the parents of the ablest young people, away prepared to circulate the question: Why not teach? and to answer it.

A CODE OF ETHICS.

The following code of ethics was adopted by the American Federation of Teachers at its 1920 meeting:

In the various relations into which human beings are thrown by the exigencies of life and work, two dominating ideals prevail, namely, the ideals of human rights and human duties. Teachers, by virtue of their high office in training the youth of our country for effective citizenship, not only recognize the principles involved in these ideals but employ them in their work, and foster them in the youth they train.

The two outstanding bodies to whom teachers are responsible are the children and the public of our country. These must be recognized at every stage in educational situations and procedure. The principle of division of labor is recognized and employed in the social organization under which we live. Implicit in this scheme of things is the consciousness that to the teacher is left the large and important task of fashioning out of the crude material upon which the school exercises its function a product not only acceptable to the social organization but prepared to carry the work of civilization to higher planes. This duty to the child includes within its scope all those children who vary from normality and embraces every aspect of the

child's physical, mental, and emotional life. It extends beyond the schoolroom to all those agencies and formative influences that contribute to and supplement educational and ethical ends. As the educated class, par excellence, recognizing the need for social reconstruction of wide-reaching significance, teachers especially feel their responsibility to the supernormal child, who must provide the future leadership of the race. Engaged as they are in the most altruistic of professions, they accept the high responsibilities which these relationships and functions entail and pledge themselves to their fulfillment.

The teachers have duties to the public also, for their work is with the citizen-to-be. Because their responsibility is to the public, they must account to it, giving value received in tangible evidence of the promise of a future virile citizenship. The authority of accredited representatives of the public, who intrinsically and by virtue of effective public service merit respect, must be recognized. When, in unfortunate situations, this ideal condition is violated, their final appeal for reform and relief must be to the public. In the many serious adjustments that should be made in order that they may serve the public in the fundamental ways implied by their office in civic life they recognize that only those methods which are accepted as legal and ethical shall be employed; that their campaigns for improvement shall be characterized by dignity, sanity, justice, and moderation; and that their demands for constructive changes must always be based on their fundamental rights as human beings and their social rights as trainers of the young. The great principle lying at the basis of law and order in general shall at no time be sacrificed to temporary gain. As a logical supplement to this recognition of duty to the public-in-process-of-forming, they pledge themselves to favor and foster all educational movements with adults undertaken under public auspices.

The teachers in their relations with each other feel the need of a generous sympathy and an unmistakable loyalty. They should support each other in constructive work and collectively uphold the principles for which they stand, particularly when these are jeopardized by reactionary influences.

The teacher recognizes in the insufficient material regards of teaching and in their economic inequality, a social injustice; in the deplorable lack of pedagogical standards and dearth of trained teachers, the blighting hand of political and administrative incompetency; in elimination of them from administrative participation in school work, the power and pressure of moneyed and political interests; in the many deplorable conditions calling for school reform, the clarion call to a larger fulfillment of their duties. These conditions they pledge themselves to improve, correct, and eradicate without fear or compromise.

Furthermore, and finally, they pledge themselves to conserve, promote, and perpetuate all those ideals that emphasize human rights and to further, in every legitimate way, the progress of our beloved country toward its high destiny here and in the counsels of the world.

Home economics education should lead to an increased appreciation of the scientific knowledge which relates to the welfare of the family, to more expeditious and efficient household methods, to a higher degree of physical health for the inmates of the home, to a greater margin for saving, and to an increase of leisure time for the homemaker that she may be enabled to discharge her rightful responsibilities to the community.—Henrietta Calvin.

SCHOOL LIFE

Issued by the United States Bureau of Education.
Department of the Interior.

Editor, W. CARSON RYAN, JR.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

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A NATIONAL PROGRAM FOR BETTER SCHOOLS.

The following is the program of the United States Bureau of Education in its Nation-wide campaign for better schools with special reference to the improvement of country schools:

1. A minimum school term of not less than 160 days.

2. A sufficient number of teachers adequately prepared for their work.

3. The consolidation of rural schools where practicable, and where impracticable to make the one-teacher school the best it is possible to make it by placing therein an adequately prepared teacher.

4. The teachers' home and the demonstration farm of five or more acres as the property of the school and as an illustration for the community in better homemaking and in better farming.

5. An all-year session of school adapted to local conditions—school home projects similar to the work which Superintendent E. J. Tobin has carried to such a signal success in rural Cook County, Ill.

6. Community organization with the public school building as a social and civic center.

7. Free county public libraries similar to the California plan.

8. A high school education for country boys and girls that will allow them to secure such education without breaking home ties.

9. Such readjustment and reformation of the course of study in elementary and secondary rural schools as will adapt them to the lives of the people they are to serve.

10. The elimination of illiteracy.

11. Better civic and patriotic instruction so as to make true Americans of all who live under the Stars and Stripes.

12. The conservation of rural health.

13. Good roads as related to better rural schools and the improvement of country life conditions.

14. The needs of the farm woman.

15. Federal aid in cooperation with the States in carrying out the foregoing program to its ultimate success.

The first eight of these problems were announced by Commissioner Claxton at the Nashville conference, November, 1915. The world war and after-war conditions have forced these additional problems into our program with a demand that we make an honest effort toward their solution. If there was ever a time when education was the chief defense of nations, that time is now. If there was ever a time when our people should have a proper national appreciation of the value of education, that time is now.

1920 will be education year. It begins a 10-year, nation-wide campaign for better schools, with special reference to the improvement of rural schools. The purpose of this campaign must be to educate the people to a full understanding and appreciation of the absolute necessity of education. We must educate or we must perish. "Education is our surest stay in every storm, our present safety, our future hope—the very citadel of our influence and power." The people must realize that the more the nation and the States pay for education, the richer and more powerful we shall become as a Nation, as States, and as a people; and that this truth will be ten times more important in the future than it has been in the past.—J. L. McBrien.

EDITORIAL COMMENT ON TEACHER SHORTAGE.

Houston (Tex.) Post.—A few more years of such an exodus of teachers from

the schoolrooms and the public-school system of America will be a ruin.

The only remedy for this situation is to educate public opinion on the question of better pay for teachers. Colleges may go out and collect endowment funds from friends, the proceeds of which may be used to increase salaries of professors, and they receive large gifts from the Nation's masters of wealth, but the funds for the maintenance of the public schools must come direct from the people themselves, hence the necessity of going direct to the people with this problem and enlisting their aid in solving it.

Fond du Lac (Wis.) Reporter.—The entire public-school system is being undermined and it is the fault of no one but the general public themselves. The teachers are the ones in whose hands we place the molding of the future Americans. Could a greater trust be imposed? And still, despite the magnitude of the task and its importance, we deliberately ignore the necessity of keeping up the teaching staff to the highest possible standard through the payment of proper salaries. We can not expect any self-respecting pedagogue or one who is at all worthy of the name to work for a salary that is insufficient to meet living expenses. Do we want our children to get the most or the least out of our schools? If we want the maximum of service, if we want to make our schools really worth-while institutions that will meet the demands we make upon them, then we must pay better salaries to the teachers.

Buy War Savings Stamps.

NEW EYES FOR BOYS AND GIRLS.

All progress is based on curiosity. Only to the inquiring mind does enlightenment come, and there can be no such thing as an education which is regardless of those things that immediately surround us—the earth, the vegetables, the flowers, the trees, the rocks, the birds, the streams, the animals, the skies, and those machines through which the forces of nature work. I am conscious every day of the defects in my early education, for I should have been taught, first of all, not technical botany, but the nature of plants, the difference between plants, and the nature of the layers of the earth, and the difference between them, and all those other things that would make a walk or a drive a constant panorama of delight. As it is, I have walked through the world almost blindfolded. Your program is to give new eyes to boys and girls, and men and women.

FRANKLIN K. LANE.

NEW BOOKS ON EDUCATION

Brightness and dullness in children, by Herbert Woodrow * * * Philadelphia, Chicago, [etc.], J. B. Lippincott Co. [c. 1919]. 332 p. diagrs. 12°. (Lippincott's educational guides.)

Argues that education must accept the capacities of a child as it finds them, and, by affording them every exercise possible, make them fit to render their greatest service.

The author says in his concluding chapter: "By adapting our methods to the capacities of the child, by basing education upon an inventory of these capacities, we immediately become aware of numerous consequences of the greatest aid to our educational efforts. We find that we are providing exercises in which the child shows interest; that we are asking him to do things which he enjoys doing, because in their accomplishment he experiences the best success of which he is capable; that because the appeal is to his natural interests, the child is willing to persist in his efforts in spite of fatigue and hardship."

The community center, by L. J. Hanifan * * * Boston, New York, etc., Silver Burdett & company, c. 1920. 214 p. 12°. (Teacher training series.)

The book undertakes, in the words of the author, "to present some of the more important rural life problems, particularly as regards rural social life and recreation, and to offer suggestions as to how the teacher, by means of the school as a community center, may contribute very largely to the solution of these problems."

The aim has been to emphasize strongly two things which the author believes to be fundamental in any plan that may be followed in the improvement of rural life conditions: (1) The redirection of rural life forces must be effected by the rural people themselves; (2) for the present, and probably for a good many years to come, the active work of such redirection must be carried on mainly by means of community activities centering around the school and under the active leadership of school superintendents, supervisors, and teachers, with the cooperation of all other available agencies of leadership.

Chapters I to V deal with some of the more fundamental principles underlying the community center movement as related to rural life conditions. Chapters VI to X are intended to indicate the nature and the scope of community center activities and, partly by discussion and partly by illustration, to offer some suggestions for carrying on the community center work. Chapters XI and XII contain a number of programs which may be found suggestive to teachers or community leaders in making definite plans for the meetings. Chapter XI deals with entertainment programs, while Chapter XII suggests programs bearing upon country life.

Educational sociology, by William Estabrook Chancellor * * * New York, The Century Co., 1919. 422 p. front. 12°.

A general introductory survey of the field of sociology with special reference to education. The three main sections deal with social movements, social institutions and social measurement. Under "social institutions"

the author discusses the school along with the state, the family, the church, occupation, charity, amusement, art, science, business, and war. Under social measurement the topics are: Societies and groups; Social survey of the community; Comparative social institutions of nations; Institutional workers; The lot of the individual; The socialized mind; Revolution, evolution, or education.

The English public school; a symposium, edited by J. Howard Whitehouse. London, Grant Richards (ltd.), 1919.

A summary of current English criticism about education, dealing particularly with attacks that have been made on the curriculum, modern languages, modern history, civic teaching, religion, and athletics. Contains a particularly helpful "Bibliography of books dealing with English public school life, with descriptive and critical notes."

The human factor in education, by James Phinney Munroe . . . New York, The Macmillan company, 1920. 317 p. 12°.

"The first lesson that education itself must learn is that it is serious business," says Dr. Munroe. "Serious, because it deals with the prime asset of mankind; a business, because it has a certain task to do and a limited time in which to do it, and should conserve every minute and every resource of that short training period. Most current education can not presume to call itself, however, either serious or businesslike; for it leaves four-fifths of its task to be performed haphazard, upon the streets and in byways; because it still regards the child as a mechanism to be fitted into its stereotyped machinery, not as a human intellect and soul to be individually developed; because it sublimely ignores all the experience and teaching of other businesses; because, while spending a great proportion of the national revenue, it feels no obligation to render any specific returns for those expenditures, and makes no study of the efficiency of the output of its vast and costly mechanism."

Schools in Siberia, by William F. Russell . . . Philadelphia and London, J. B. Lippincott company c. 1919. 135 p. illus. 12°.

Gives accounts of some schools actually visited by the author when in the service of the Committee on Public Information, 1918. Author believes that "we should see that Russian students, teachers, and professors have opportunity to visit the United States, to study here, and gain at first hand the results of our experience . . . America has an opportunity to do more for Russia than France once did for us. We can save her 50 years in her development. We should not miss this chance."

Teaching by projects a basis for purposeful study, by Charles A. McMurry. New York, The Macmillan company, 1920. 257 p. 12°.

"Projects," according to Dr. McMurry, "reorganize the best knowledge materials of the elementary school around practical life centers. The smaller projects of children grow into the greater projects of the community and of society. These projects develop everywhere through series of problems undertaken with set purpose to realize important ends. The teaching possibilities that open up

through the steady schoolroom pursuit of these developing projects are both interesting and remarkable."

With this as his thesis the author proceeds to give examples of complete projects; to discuss the significance of projects as units of study, and to outline a program for the enrichment of instruction.

The young man and teaching, by Henry Parks Wright * * * New York, The Macmillan company, 1920. 211 p. 12°. (Vocational series ed. by E. Hershey Sneath.)

One of a series of vocational books for college students, designed to cover the following vocations: Law, ministry, teaching medicine, journalism, banking, business, mechanical engineering, electrical engineering, civil engineering, farming, Government service.

The author seeks to present, first, the advantages of the profession, then the objections, necessary personal qualifications, educational preparation, and other facts about teaching as a vocation. Intended chiefly for prospective teachers in secondary schools and colleges.

INDORSE AMERICANIZATION MEASURE

(Continued from page 3.)

teachers in Americanization work—she said they must be "physically strong, able to adjust themselves, and of wonderfully strong personality."

Mrs. Horvak, herself a foreign-born American, defined Americanization as "making the immigrant feel at home." For, she said, "the immigrant will do anything for his home—he will work for it, he will fight for it, he will die for it." She spoke of her newly organized class of 31 foreign-born mothers and grandmothers, with their monthly socials. She liked the "entertaining" mentioned by a previous speaker, saying it was "nice when American born entertained the foreign born," but "how nice it is when we can entertain the American born."

Permanent Organization Effected.

Commissioner Claxton spoke of the future of Americanization, pointing out that millions of immigrants would continue to come from other lands to this country and that Americanization would always be an essential part of education.

The conference adopted a committee report urging the passage of the Americanization bill now before Congress, but suggested a reduction in the number of hours required per year.

A committee on permanent organization was selected, consisting of E. P. Wiles, Cleveland, Ohio; W. C. Smith, New York; John J. Mahoney, Massachusetts; E. C. Vermillion, Akron, Ohio; A. E. Jenks, Minnesota; and M. S. Brooks, New Hampshire. It is proposed to apply for admission as a department of the National Education Association.

SCHOOL GARDENS CLAIMED AS AMERICANIZATION AGENCY.

Because food and children are the common denominators of humanity, school gardening has proved itself a potent factor in the work of Americanization. And nowhere has this fact been given a more graphic demonstration than in Seattle, Wash., where the Chamber of Commerce and the Commercial Club united in cooperating with the schools in introducing school-supervised home gardens throughout the city.

The work was, of course, made a part of the activities of schools where the attendance was composed of children of many nationalities, as well as in the schools where the children were the descendants of long lines of pioneer ancestors.

Referring especially to a Rainier Valley school, where a garden exhibit and fete day marked the close of the garden season, the Seattle Post-Intelligencer says: "There are children of many nationalities in this Rainier Valley school, and yesterday their mothers and their fathers and sundry other relatives came to school to see and to dicker, and some in broken English, to buy. Twelve products were raised on the school's acreage. Tomatoes and corn and squash and pumpkins grew beside string beans on teepee-like poles, and between the rows of beets and potatoes and cabbage, dahlias thrust up their heads, red and yellow, like gypsies wearing kerchiefs.

"But if the children were proud of their work in the gardens and jealous of each other's products, they were just a shade more skillful in concealing their feelings than their fond parents who gathered about the sales tables. Some with great brass ear rings and the dark faces of Italy argued volubly with more taciturn, but none the less emphatic Japanese women as to the respective merits of the entries."

Under the auspices of the Chamber of Commerce and the Commercial Club, moving pictures were taken when the garden was planted in the spring, and the film was concluded with views of the fair and exhibit at the close of the season. The funds derived from the sale of fruit and vegetables were given to patriotic charities.

TEN CENTS MAKES \$9 IN THIS ALABAMA SCHOOL.

Although the 100 members of the Bellinger Hill School garden company had to combat Bermuda grass, unseasonable weather, potato bugs, and poor soil conditions in their garden located back of a city fire station, announcement is made by the garden supervisor that some of

the financial returns were startling. From 10 cents worth of tomato seed \$9.10 worth of plants was sold, and as the children realized the value of succession cropping they had a steady market throughout the season. The children had the full responsibility in the matter of taking and filling all orders for plants and products, and patrons of the school were such eager buyers that the principal difficulty, it is said, was in deciding who should be supplied with fresh vegetables each day. As a result of the faithful work of the children the school garden presented a beautiful and flourishing appearance throughout the season, and practically every boy and girl enlisted in the headquarters company of the school had a garden at home.

The fact that the garden supervisor of the Bellinger Hill School, like thousands of other patriotic garden supervisors throughout the United States, possessed practical experience, wholesome enthusiasm, and a belief in the ability of children to follow instructions, resulted in the great success of the garden work. The parents of the children enlisted in the Bellinger Hill School garden company, while appreciating to the fullest the financial returns, say that, after all, the monetary success is of little value compared with the lessons in responsibility, thrift, and economy which the children learned.

A HUNDRED DOLLARS A WEEK IS GARDEN RECORD IN NEW YORK CITY.

Some of the summer gardens of the public schools of New York City brought in returns as high as \$100 per week. Eighty-six school gardens were operated throughout 1919 by the board of education, and 63 gardens were in operation during the earlier part of the season. Of the gardens operated throughout the summer, 28 were in Brooklyn, 17 in Queens, 19 in the Bronx, 4 in Richmond, and 5 in Manhattan. The Thomas Jefferson Park Farm, at One hundred and twelfth Street and East River, was the largest in the city. Each child had a plot 4 by 8 feet, on which was grown seven vegetables. This "school farm," which covers 2 acres, is surrounded by a green hedge and iron railing, and running through it are several paths bordered by flowers. In the center is a large and beautiful flower bed, in which, among other flowers, camas, geraniums, begonias, petunias, and sweet alyssum were grown. A number of "observation plots" were located at the Thomas Jefferson

REBUILDING THE SCHOOL GARDENS OF DEVASTATED CORPUS CHRISTI.

Prior to the disaster in the fall of last year, the schools of Corpus Christi had made a splendid showing in the matter of school gardens and school-supervised home gardens. Many schools reported a 100 per cent enrollment, and every school had flourishing garden companies. Seventy-one acres were under cultivation by the children, and the little Mexican members of the school-garden companies took a great deal of pride in their endeavors to equal the showing of the American children. The gardens averaged 40 by 40 feet, and on the basis of such crops as had already been harvested were worth, on an average, \$88 each. Some 2,659 packages of garden seed, 600 lettuce plants, 1,800 onion sets, 5,600 tomato plants, 497 packages of flower seed, 1,368 pepper plants, and other seeds and plants had been distributed among the school children, and 21 illustrated lectures on gardening had been given.

Gardens were flourishing like the proverbial rose when in the fall a terrific storm struck Corpus Christi and destroyed all evidences of vegetation. Not only were the rains devastating, but a tidal wave swept over the city, destroying property and drowning hundreds of the inhabitants. One school lost all its children save ten.

Yet, as an evidence of the wonderful spirit of this southern city, it should be known that by December 1, the school children had started 700 gardens and were prepared to exhibit the work that they had done since the storm visited them. The garden director reports that despite the terrible disaster the children enrolled in the United States School Garden Army will do well this year with their gardens.

The 18 boys enrolled in the "headquarters company" of the U. S. S. G. A. cultivated 20 acres, and the minimum number of crops in the ground at one time since September 15 is 24, while the maximum number of crops under cultivation at one time was 36.

Park Farm, on which were grown sorghum, wheat, alfalfa, barley, oats, and rye. These formed the subject of nature study during the school term.

Announcement is made by the director of the New York school gardens that more than \$1,000 worth of lettuce was raised on one garden in Queens. The children having home gardens raised \$715,717.20 worth of produce, basing the estimate on an average value of \$11.80 per home garden. The visiting pupils at school gardens totaled 115,540.

QUALITY KEYNOTE OF SCHOOL-HOME GARDENS IN MISSISSIPPI.

The housekeepers of Gulfport, Miss., say that the garden markets of the School Garden Army last year provided the best vegetables and flowers obtainable. Twenty-one vegetables, including potatoes, peas, snap beans, squash, beets, onions, garlic, mustard, turnips, kale, collards, Chinese cabbage, carrots, lettuce, radishes, celery, parsley, water cress, mint, asparagus, and Swiss chard, were offered at the same time, as well as an array of fruits that included strawberries, dewberries, and early yellow plums. The flowers offered for sale were sweet peas, nasturtiums, coral honeysuckle, phlox, roses, scarlet amaryllis, marigolds, and "peace poppies," so named by the young gardener, who said he had planted the seed on armistice day. The prices charged for vegetables and flowers were the regular market prices, but the patrons averred that the superior quality of the products would have justified higher prices.

The Columbus and Cincinnati (Ohio) garden companies made an excellent showing at the Ohio State Fair, and judges of vegetables and small fruits reported that the school children's exhibit was superior in many respects to that displayed by adults. The aggregate value of the garden products of the children of Columbus was reported as \$43,043.65. Cincinnati garden supervisors report that the average value of products per garden was \$14.56—just a few cents less than the average value of the gardens of Louisville, Ky. Thus the two Ohio River cities, experiencing practically the same climatic conditions, have achieved practically the same results.

In Tacoma, Wash., from 10 to 25 prizes were awarded at each school, no two prizes going to any one pupil. The prizes, in the main, consisted of garden tools, garden hose, cold-frame sash, commercial fertilizers, and spray materials. The prizes were awarded at the school garden fairs, and the pupil having the best display and garden record was awarded first choice of the prizes. The produce ex-

hibited consisted of fresh and canned vegetables, fruits, and flowers in bouquets. Each pupil arranged and labeled his garden entries.

ADJUSTING EDUCATION TO LIFE IS CHINA'S PROBLEM.

Conflict Between Book Learning and More Practical Forms Now at Height—Modern Schools in China Described in Government Bulletin.

"The effective relation of education to the life of those who receive it has yet to be accomplished in China," says Charles K. Edmunds, president of Canton Christian College, Canton, China, in a bulletin just issued by the Bureau of Education.

"The conflict between book learning and the newer and more practical forms of education is now on in China just as it was not long ago in western countries, in which it is not even yet fully settled. The deeper questions of content and of method, such as have been raised by the necessities of war training in America, apply in a peculiar way also to China.

A Foreign Cap for Chinese Pate.

"Until very recently there was on the part of mission schools and colleges and also on the part of Government institutions too much of a tendency to import a foreign cap for the Chinese pate, and while the error of this way is now fully realized the questions of curricula are still largely unsolved. Many experiments are being tried and much progress is being made, especially in the institutions where educational traditions are not overemphasized, and where there is a genuine desire to make education the real threshold to an efficient and happy life on the part of each pupil.

"In the first place, the former conception of education as preparation for official life, though greatly diminished, has not yet been completely replaced in the Chinese public mind by the broader idea of education as a training of each man for all phases of the life he is to live.

"Secondly, in importing content and even method bodily from America (for the importation of educational ideas has been chiefly from America), there has been too little regard for the modifications that should be determined in view of the peculiar history of the pupils, racially and as individuals, and of the present-day status of their community in all phases of its life and of the need for an approximate but vital adjustment and

solution of the many problems which China faces and which only her own citizens, properly trained and inspired, can solve.

Must Not Sacrifice Native Culture.

"In learning from the west, care must be taken not to sacrifice what is really essential in Chinese culture itself; there should be fusion, not substitution, and the fusion should be effected gradually rather than too radically. More attention should be paid to the acquisition of special skill rather than advancement in memory studies; and wherever possible all subjects, including history and other social sciences, should be taught by the laboratory method as well as the natural sciences. In fact, laboratory and field work should predominate. Only so can commercial, industrial, social, and spiritual reform be adequately promoted by and in the rising generations."

CHANGES IN METHODS OF SELECTING STATE SCHOOL OFFICERS.

Four States in 1919 changed their methods of selecting the chief executive officer of their school systems. In Delaware, Minnesota, and New Hampshire appointment by the State board of education displaced appointments by the governor. Massachusetts reversed this order and now vests the power to appoint in the governor. The present method of selecting the chief school officer in each State is shown below.

Election by popular vote.—Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin.

Appointment by State board of education.—Connecticut, Delaware, Maryland, Minnesota, New Hampshire, New York, Rhode Island, Tennessee, Vermont.

Appointment by governor.—Maine, Massachusetts, New Jersey, Ohio, Pennsylvania.

State superintendent elected by popular vote; commissioner of education appointed by State board.—Idaho, Wyoming.

In this classification the regents of the University of the State of New York are construed as a State board of education. Idaho and Wyoming both have a State superintendent and commissioners of education.

TWENTIETH-CENTURY SALARIES FOR TWENTIETH-CENTURY TEACHERS.

**Will Rural and Village Communities Pay for Supremely Good Teachers?
Some Actual Experiences in Texas That Make it Look That Way.**

By E. E. DAVIS, University of Texas.

Two years ago the best-paid principal of a seven-teacher village school in Texas received a salary of \$2,000, a comfortable home, and the use of 30 acres of good farming land. This was easily the equivalent of a \$3,000 salary. So far as I know, the best-paid principal of a four-teacher country school in Texas this year, 1920, receives a salary of \$1,800, a neat five-room bungalow to live in, and the use of 10 acres of choice farming land. This is easily the equivalent of a \$2,250 salary.

I have conducted some research into the question of rural and village teachers' salaries in Texas the past five years. When I have learned of a teacher receiving a phenomenal salary, I have gone and sought the reasons for it. I have analyzed local conditions and school functions as carefully and scientifically as I could. Some cases I have found due to highly favored local conditions. Those I have not carried into my series of critical observations. For example, the Pharr-San Juan district, in the lower Rio Grande Valley, pays the principal \$3,000 per year. That is in part the outcome of special advantages enjoyed by that particular locality on the irrigation canals with as rich agricultural land as there is in the world and a very highly aggressive citizenship. But where I have found a case situated in an environment typical of any very considerable portion of the State I have given it a careful analysis.

1. A Twentieth-Century Village Teacher.

The seven-teacher village school just referred to as paying a salary of \$2,000 to its principal is located in a sawmill village in east Texas. In the pines of Texas and Louisiana there are scores of villages just like this one. And, as a class, I have found no men more loyal in the support of public education than the sawmill owners. They seldom oppose a school tax or decline to supply the school with all the building material necessary at actual cost of production.

When I went to this school to make a critical appraisal of its interests and activities, here are some of the things I found: The principal had been there for four years. He began at a salary of \$1,150. At the end of the third year he was tendered an attractive position elsewhere at \$1,800. But the home people

were unwilling to part with him and raised his salary to \$2,000.

One of the first things to catch my attention at this school was the miniature silo. It was filled with good sweet ensilage made from Indian corn grown on the school farm. The boys produced the corn, harvested it, and converted it into silage. They had kept careful accounts of the cost of production and knew the feeding value of the finished product.

The school farm contained 3 acres of land. Part of this land was very rolling and had been beautifully terraced. The beauty of the terraces consisted in their proper location and scientific construction. They were given a drop of 1 inch to every 20 feet of distance. The members of the agriculture class were as familiar with the uses of the terracing level as they were with the rules of compound numbers in arithmetic. Several of the older boys had laid off the terraces on their fathers' farms with the school terracing level.

The Babcock milk tester was also seeing service. The milk of many of the cows in the community had been tested. It had been discovered that some of them gave milk of a very inferior quality. The unprofitable ones were being sold and replaced by better ones. Other equipments in the small agricultural and animal husbandry laboratory were microscopes, soil thermometers, fertilizers, spraying mixtures, seed testers, test tubes, beakers, balances, etc. This school was intelligently adapting its program of instruction to the industrial needs of that community in a state of transition from the virgin pines to applied agriculture.

A short distance from the main building were two small rooms equipped with rungs, tables, and other appliances for teaching the girls home economics. There they received instruction in home sanitation, home beautification, and household accounting. This work gave an effective union of theory and practice in the domestic arts. The girls were not only taught the value of a balanced ration and the principles of menu making, but they had real practice in the best methods of preparing and serving food.

The school campus consisted of 5 acres of land well supplied with playground apparatus. Its chief attractions were swings, seesaws, a race course, and

courts for tennis, basket ball, and baseball. The playground with all its modern accommodations constituted part of the working equipment of this school just as much so as the books the children studied and the seats they occupied. Its purpose was to connect many of the lessons of the classroom with the actual duties and relationships of life in definite practice.

In addition to the industrial instruction and the playground activities were the agencies for social and cultural recreation. Story telling, music, dramatics, and social-center meetings produced an exuberant good fellowship in the community as all-embracing as the very atmosphere itself. The male quartette, choral club, victrola, dramatic entertainments, piano concerts, and story-tellers' evenings were the sources of profitable, vivacious pastime for the entire population. Socially, the biggest thing in the village was the school and its allied activities.

This school had a real twentieth-century vision of the duties and functions of a public school in a village like that. Its primary purpose was to make valuable citizens and community builders of those in attendance. Its chief concern was with the 90 per cent or so of its pupils who will never go to college or enter any of the professions but will remain, for the most part, among the home-builders and industrial producers of the next generation.

2. A Twentieth-Century Country Teacher.

Two years ago I visited the country school taught by the man who is the best-paid country teacher in Texas this year, 1920. Here are some of the things I learned during the two days I was there: A consolidation of three small schools had been made three years prior to my visit. There were 108 white children in the enlarged district with four teachers employed to instruct them. The country was sparsely settled, and some of the pupils lived as far as 7 miles from school. Most of them came to school on horseback, in buggies, and in automobiles. One Ford car was operated at public expense for the transporting of pupils to and from school.

At the time of my visit the school had 10 acres of land, 6 buildings, and a windmill. The buildings were the principal's home, a home for the three women teachers, the toolhouse, a barn for the horses the children drove and rode to school, the main school building, and the auditorium. The main building is of gray brick. It contains two halls and five classrooms. The auditorium is a frame building with a capacity for 500 people.

One and one-half acres of land were under irrigation, and one and one-fourth

acres were devoted to dry-farming projects. The water for irrigation was pumped into a storage tank by the windmill. The land under irrigation was planted to onions and Irish potatoes. Onions are one of the principal money crops of southwest Texas where this school is located. It was not known that Irish potatoes could be successfully grown in that frontier locality until demonstrated by the school. I was there in March, 1917. The onions and potatoes were to be harvested in May and the land planted to tepary beans, peanuts, and broom corn. This second crop was to be harvested and followed with fall garden stuff in October. The object was to keep the land producing a crop of some sort through the entire year.

The individual plats of onions were 40 by 60 feet in size. There were 16 of them. Some of the best ones made as much as \$40 worth of onions. One half of the net proceeds went to the boys who cultivated them and the other half to the school. This not only gave the boys practice in the methods of cultivation and the uses of fertilizers, but it gave them some very valuable lessons in farm bookkeeping, a thing greatly needed by most farmers in the South.

Among these individual plats of onions and potatoes you could see good farming and poor farming very sharply contrasted. Some of them were the evident product of slovenliness and lack of industry. You did not have to travel all over the entire community to gather examples of successful and unsuccessful farming. Every degree of success and failure, from the best to the worst, was concentrated on the school farm. The causes for each were well known. The object lesson was a most forceful one. It meant as much to the community at large as it did to the school. In fact its purpose was to benefit the community.

During the previous four years this small school farm had given a powerful impetus to home gardening among the patrons of the school. It had demonstrated what could be done at home with a windmill and a small plat of ground down in that semiarid portion of the State where windmills are a universal farm and ranch appliance. The plan then was to set aside a small area of the school land for berries and vegetables and make it a practical working model for an all-the-year-round home garden.

The unirrigated plat of land was devoted to dry farming projects. Fall breaking, dust mulching, and conservation of moisture were being practiced.

Some of the industrial projects at home were as interesting and as valuable as the school projects. Eight boys had produced 2,000 pounds of pork at a cost of

3½ cents per pound. Four champion "baby" beeves had been grown by the school boys.

This school also recognized that industrial education was as necessary for girls as for boys. A more competent generation of farmers would be unfortunate without a more competent generation of farmers' wives. Consequently, a school laboratory for training for efficiency in the home had been equipped and put into use. It contained three sewing machines, two oil stoves, and numerous minor laboratory accessories. Here it was the girls made their graduating dresses and learned many valuable lessons in household accounting, food preparation, and home sanitation. They received credit for making their graduating dresses and the costumes for the cantata at the close of school just as for the rest of their school work. Indeed, they were graded on their sewing and the fitting of garments just as critically as they were graded on their lessons in history and English composition.

While the school was actively identifying itself with the industrial needs of its patrons, it has made itself equally as responsive to their social and recreational needs. The auditorium was the community's playhouse. Since the school was in the open country 15 miles from the

railroad, it was obligated all the more bindingly to provide a modicum of social recreation for those young people and their parents. The male quartette, victrola concerts, plays, drills, stories, and informal social gatherings contributed to this end. Through the victrola the pupils had heard the voices of President Wilson and Premier Lloyd George. They had heard most of the great artists of the world sing and play.

Why this remarkable school in that particular section of the thorns and cacti of southwest Texas? It was due to no large concentration of wealth or other specially favored condition. In topography, population, and industry the locality is typical of most of the country in that vast frontier empire extending from San Antonio to Del Rio, Brownsville, and Corpus Christi. The success of this school is attributable in the main to the vision and energies of one man—the principal of the school.

This man taught for several years in the small-town schools of the State. But he saw a more desirable opportunity in the country. He went to the country to be an active rural-life leader and community builder. He has succeeded in what he set out to do.

Our Southland could use 20,000 teachers like this man. But leaders with the clear vision of rural needs and rural possibilities, and with the engaging personality that compels people to follow, are seldom found among the country teachers of to-day. And most distressing of all, we can not hope for any considerable number of them in the near future to come from our institutions of higher learning, both church and State, now engaged in the business of training teachers. Before these institutions can impart the vision of present-day rural possibilities to others they themselves must first get the vision and grant it a fair chance to function in their curricula.

A TEXAS "BROWN MOUSE."

A county superintendent took me to what he said was "the most forward-looking four-teacher school" under his supervision. After a lad of fifteen had finished telling me about milk testing, egg testing, infertile eggs, farm terracing, and how to calculate the capacity of a silo, he told me about some of the things back at home. He said, "W'y don't you know, Dad nearly had fits when they voted the school tax here four years ago. He quit his work to fight the election for a whole week, and the ridin' he gave his ole mule hurt it worse'an any week's work it got all summer. But Dad's for the school now. He's out with another fellow today tryin' to raise more money so school can go on another month longer. He thinks the new school is worth the price."

"Our teachers are sincere. No more patriotic, country loving, and sacrificing citizens can be found; they are not mercenary, but they need and deserve a living wage."—A. O. Thomas.

"Do everything you can to improve the schools, not so much by way of criticism of what is bad as by praising what is good. Take the school that is best in your community and talk that up. Make other schools and those who are interested in education see their deficiencies by comparison with the good school. We can always get people ahead more rapidly by praise than by blame."—Dr. J. E. Gregg, Principal of Hampton Institute.

For and Against a Federal Secretary of Education

Here are the two views presented at the 1920 meeting of the Department of Superintendence, National Education Association, on the question of the department of education idea with a secretary in the President's Cabinet. They are reproduced here without comment:

AGAINST A SECRETARY OF EDUCATION.
By WILLIAM P. BURRIS, Teachers College,
Cincinnati, Ohio.

I am in favor of a Federal Department of Education for the better administration of all educational work which properly belongs to the Federal Government, as such, including the work now conducted by the Bureau of Education, but I am opposed to the administration of such a department by a Secretary of Education to be appointed by the President as a member of his Cabinet.

Political Nature of Cabinet.

The principles which have dominated the organization and traditions of the President's Cabinet are so well known that it is hardly necessary to mention them or to call them in question. The President's Cabinet is his official family, the members of which are selected with political purposes uppermost in his mind. Members of his Cabinet retain office only so long as they serve the political purposes of the President, and the exceptions to this are rare and inconsequential. This practice is so thoroughly established that no one disputes either its existence or its propriety. It is right and proper for the President to have as his official family the men whom he personally selects, and their terms of office should be at his pleasure. Why anyone should suppose it would or should be otherwise with a Secretary of Education appointed by the President as a member of his Cabinet is an unwarranted supposition, and if he is to be deprived of all power, as the advocates of the Smith-Towner bill now insist is the case in its amended form, of what political use can he be? Ours is a Government by parties, and the instances in which Cabinet officers use their offices for party ends are so numerous that we dare not subject our educational interests to this hazard of party politics.

For the administration of a Federal department of education, I favor an independent administrative Federal board of education, acting through executive officers whom they select. I have elsewhere shown how such a board can be constituted according to principles which are now well known and recognized in the best examples of efficient educational administration. However unsatisfactory

such independent administrative boards may be for the administration of other matters, education calls for just such a board. It is a form of administration which is consistent with the nature of educational work and the relations of such work to government. To this, experience in our best city and State systems of education, and in the administration of colleges and universities, bears eloquent testimony. And just because education should make government instead of government making education, the relation of education to government should everywhere be one of relative independence. The very nature of education, particularly in democracies, makes it a privileged institution with a large degree of autonomy in administration. For this reason we should once for all recognize the important principle that the administration of education should be as completely separated as possible from the administration of other affairs. It is especially important that we should do this in a country where we have government by parties, and it is no more proper for the President to appoint the chief executive officer for education in the Federal Government than for governors and mayors to appoint such officers for the smaller units of government. No city should tolerate the practice, and all States where it persists are trying to free themselves from it. * * *

Opposed to Federal Control.

I am opposed to Federal control over any form of education undertaken by the States, not only on account of its unconstitutionality, but also on account of its undesirability. Such control, whether direct or indirect, calls for the exercise of power by the Federal Government which has not been committed to that Government by the people of the United States in their Constitution, but has been reserved to the several States. It is equally clear that no such power ought to be committed to the Federal Government, because it would be absolutely inconsistent with one of the two primary purposes of our system of government—that is to say, preservation of the right of local self-government in the States—at the same time with the maintenance of national power.

The unconstitutionality of Federal control over education in the States has everywhere been conceded, even by the advocates of the Smith-Towner bill. They declare in the most emphatic way that this bill has no such control. They appeal for its passage on this ground. They flood us with propaganda in its behalf. They harvest unnumbered resolutions of endorsement by means of camp-meeting oratory. And yet I am not convinced.

Federal control, large Federal control, is there in spite of all efforts to disguise it. No national program for education

of such magnitude as that contemplated in this bill can be carried out without a large measure of Federal control, both direct and indirect, and, as I have pointed out, if it is to be administered by a Cabinet officer, this control is inevitably exposed to partisan influences. How, for example, can the Federal Government equalize educational opportunity within the various States without control? And is it reasonable, indeed, to expect the Federal Government to make large appropriations without exercising control over the expenditures in some form, when such appropriations are conditioned upon the willingness of the States to match the money "fifty-fifty," as provided in this bill? For in order to say that Federal funds have been properly used it is necessary to ascertain whether or not each State has matched the Federal appropriation and has used the money according to the intention of the Federal law. This in itself gives to the Federal Government indirect authority over State appropriations, and it means that State money must be expended under the conditions of the Federal act. In other words, by relying upon the patronage of the Federal Government whose money is, after all, collected from the people, the States actually submit to the control of the Federal Government in spending their own money. That is exactly what we now have under the Smith-Hughes law governing vocational education.

It must be remembered, also, that the passage of the Smith-Towner bill is but the beginning of a national program in education by those now in control of the organization which is chief sponsor for this bill. The second part of this program, as indicated in a set of resolutions passed at the Milwaukee meeting of the National Educational Association last summer, calls for "An act providing for a year of compulsory civic, physical, and vocational training under the proposed department of education." And yet we are reassured, in the same number of the official bulletin of this organization where this program is announced, that it is unconstitutional for the Federal Government to have control over education.

Federal Amendment Suggested.

Let us not deceive ourselves into thinking that Federal encouragement of anything does nor should or really can exist without Federal control in some form whenever appropriations are made upon definitely specified conditions. Let us frankly acknowledge that this is inevitably the case and address ourselves to the task of considering what is the best form in which this control shall be exercised. * * *

It is true that the Federal Constitution can be amended. The several States can surrender their constitutional birthright for a mess of Federal pottage if the people of the States so will. That is the American way. We can then have Federal control over education to whatever extent such constitutional amendment may designate. We can then have an independent administrative Federal Board of Education vested with this control, for this is the American plan for the administration of educational affairs.

FOR A SECRETARY OF EDUCATION.
By WILLIAM C. BAGLEY, Teachers College,
New York.

We are generally agreed that the Federal Government should participate in the support of public schools through direct appropriations to the States. In no other way, we maintain, can the gross inequalities of educational opportunity now existing throughout the country be significantly reduced, and in no other way can the Nation be assured of that high level of trained and informed intelligence which effective democracy needs above all else, and which a pervasively efficient system of public elementary and secondary schools alone can produce. If this convention is granted there must be in the Federal Government an agency for the administration of these funds.

Such an agency might assume one or another of three possible forms. The present Bureau of Education might be intrusted with this duty; or a board of education analogous to the existing Federal Board for Vocational Education might be created; or an executive department of the Government, analogous to the existing departments of agriculture, commerce, and labor, might be established.

Regarding the first of these possibilities—delegation of the proposed responsibilities to the present Bureau of Education—there is, I think, no debate.

Federal Board Not Analogous to City Boards.

The second possibility is an independent Federal board of education directly responsible to the President, but without status as an executive department. The analogy here is with the approved types of State and municipal school administration. The analogy requires that the board, as constituted, should elect a professional executive—a national commissioner of education, who will be directly responsible to the board and through the board to the President and through the President to Congress. The commissioner might, indeed, be appointed by the President with the advice and consent of the Senate, but in this case the analogy with State and municipal administration breaks down, and it is upon the alleged excellence of the approved State and city practice that the proponents of a Federal board rest their case.

The second possibility is an independent Federal Board of Education appointed by the President, but without status as an executive department of the Government. It is contended that the plan would follow the best practice in State and local educational administration.

It is unnecessary to point out the fact that there is but a very limited analogy between the State and local school administration and the functions to which a Federal board of education would necessarily be limited. The Federal board could not levy taxes, as can many local school boards; it could not appoint teachers for the local schools; it could have nothing to do with licensing teachers, with adopting textbooks, or with approving courses of study. In so far as the argument for a Federal board rests upon the analogy with State and local boards in these particulars, it rests upon something that does not exist, and, consequently, falls of its own weight.

But a Federal board has been urged most strongly on the ground that it could

appoint an executive who would act as commissioner and be the titular head of American education. Appointed in this way, it is urged, the commissioner would be removed from politics; his tenure would not be limited to the period during which a certain president or a certain political party happened to be in power. The commissioner, in short, would hold office during life or good behavior and could presumably carry to a completion far-reaching policies.

This, I think, is a fair summary of the case for a commissioner of education to be appointed by a board which in its turn is to be appointed by the President. The suggestion sounds plausible, but it reveals on analysis some fundamental weaknesses.

A Commissioner Appointed by a Federal Board.

In the first place, if a commissioner were appointed by a Federal board he could not be, under the terms of the Constitution, an officer of the Government. Every important officer of the Government who is not elected or otherwise provided for in the Constitution can be appointed only by the President with the advice and consent of the Senate. Minor and inferior officers may, in the discretion of Congress, be appointed by the President alone, by certain of the Federal courts, or by the heads of executive departments. But no one of these three ways covers the appointment of a commissioner of education by a Federal board. If the Federal board appointed a commissioner the latter would be legally only an employee of the board. He would not be even an inferior officer of the Government. The so-called "director" formerly employed by the Federal Board for Vocational Education had legally and officially only the status of an assistant to the board.

Do we wish to have as the titular head of American education a person who is absolutely without official status in the Government? Even our present condition is better than that.

There is another possibility, of course. A law might be passed empowering the President to appoint a Federal Board of Education and to designate one of its members as president of the board with the powers and prerogatives of a commissioner of education. This man would be an officer of the Government, but in this case the alleged advantage of the Federal board plan would not be met, for the President would appoint the officer with the advice and consent of the Senate, or without this advice and consent if we are willing that the office should be legally a minor and inferior post. In either case the element of politics enters to the same extent as in the appointment of a Secretary of Education—and with none of the advantages of this latter plan.

Furthermore, if the president of the Federal board served as a Federal commissioner, the board itself would have few functions except those of an advisory character. It would be a convenient group behind which the commissioner could hide in time of trouble. I submit that we do not desire the need of a group of this sort. We desire that the office will be so constituted that our professional spokesman at Washington will be forced to stand on his feet and look his colleagues in the eye without the privilege of hiding behind a group of

laymen if he should try to put something across that is against the best interests of public education in America.

Should Education Be Free from Politics?

Our discussion heretofore has been under the assumption that education should be entirely free from politics. It is clear that the Federal board plan, if it kept education out of politics, would achieve their end by denying the commissioner of education status as an officer of the Government. And this I contend is too high a price to pay for any of the alleged advantages of the plan.

But is the basic assumption justified? Is it desirable to keep education out of politics in the sense that this proposal involves?

The association of education with politics is unsavory because, wherever the two terms have been linked in the past, the word "politics" has referred to political practices of a very special (although far too prevalent) character. The political machines of local communities, and especially of the large cities, have not infrequently attempted to control the schools for corrupt ends. The appointment of teachers (and more especially of janitors) has been a tempting bait to the neighborhood political "boss"; the control of supplies (especially those that are supplied by local dealers, such as fuel) has offered an opportunity for petty "graft"; while the purchase of land and the construction of school buildings have often served to line the pockets of small men intrusted with responsibilities far beyond their powers and confronted with temptations far beyond their strength. "Politics" in this perverted sense of the term should not be associated with education or with anything else that is decent.

But why should education hold its skirts aloof from politics in the true sense? Can it afford to ignore the method through which democracy strives to attain its ends? Agriculture has been in politics; labor has been in politics; business and commercial enterprise has been in politics. For a great cause to be in politics means that the people are thinking about it. Whenever the people think hard about education, forthwith education enters politics. There is no escape. Indeed, the sooner the great questions of education are placed squarely before the people the sooner the problems of the school will reach a satisfactory solution; and the only way to place these questions effectively before the people is to make them incisive political issues.

The establishment of a Federal Department of Education can undoubtedly do more to keep education out of politics in the wrong sense and in politics in the right sense than can any other measure that the people could take. To dignify education, to give it a national recognition and a national sanction, can not fail to make the local communities more careful about the men to whom they intrust the management of their school affairs. To have at Washington a secretary of education, privileged to sit at the council table of the Nation, will make more important than it ever has been in the past the chief educational office of each State.

If we do not wish education to become a matter of serious concern to the Nation, by all means let us keep it out of national politics. I quite agree that one way to

keep it from obtruding its unwelcome presence upon legislators presumably concerned with really serious problems of national welfare is to have a Federal board of education. * * *

If you desire the public school service to be represented or misrepresented in this way at Washington, you should lose no time in repudiating your last year's unanimous vote [Referring to Chicago meeting, Department of Superintendence] calling for the immediate creation of a Department of Education with a Secretary in the President's Cabinet. But I take occasion to warn you of difficulties in your path if you attempt to have passed in Congress a bill creating another independent board or commission. Congress itself is solidly against this policy and properly so. It would take to-day little less than a miracle to conquer this opposition. * * *

What should we have in Washington to represent in the Nation's Councils the most important enterprise in which any democracy can engage? The answer has been given by the public school workers of the Nation again and again. For a quarter of a century it has been reiterated at nearly every session of the National Education Association by ringing resolutions against which I have never heard a voice raised in dissent. The same answer has been given by this Department of Superintendence in resolutions against which no single vote has been recorded. The same answer has been taken up by organized labor. It has been echoed and re-echoed by the organized women of the Nation. These organizations outside of our profession have an interest and a stake in public education second in justification, intensity and importance to the interest and the stake of no other group. They have spoken in no uncertain terms. What the National Education Association has always stood for, what the friends of public education have stood for, and what the enemies of public education have fought for against in season and out, is a Department of Education with a Secretary in the President's Cabinet.

Believes Department an "Imperative Necessity."

May I state briefly the reasons why I believe the creation of such a department to be an imperative necessity? In the first place we are agreed that the Federal Government should participate in the support of public schools. Under the budget-system which is soon to be adopted by the Federal Government, the schedules of revenues and expenditures will be prepared by the President's Cabinet. I want the cause of education to be represented in that cabinet. A most significant statement was made in Congress less than three months ago by a shrewd and influential member. He was speaking in opposition to the Smith-Towner Bill, and he said in effect to his fellow-Congressmen, "If you don't wish to pass increasingly large appropriations for education, kill the Towner bill," for, he said, "under the budget system the cabinet will very largely apportion the expenditures. The Secretary of War will tell you what he wants for guns and fortifications, the Secretary of the Navy will tell you what he wants for battleships and cruisers, and then the Secretary of Education will tell you what he wants for the schools and the children. After voting large sums for the Army and the

Navy," he added, "you could not have the face to refuse equally large sums for education." "So," he concluded, "your best way out of that predicament is not to have a Secretary of Education."

Let me repeat this advice to you school men and school women of this country: If you do not wish to have large appropriations for the schools and the children, lose no time in repudiating your last year's resolution indorsing the Smith-Towner Bill and in effect approving the policy of the Emergency Commission, who apparently labored under the delusion that public education needed large appropriations. Personally, I still hold to that belief, but I am only human and may be mistaken.

I believe in a department of education because I am convinced that in no other way can be made vocal the educational needs of the Nation as a nation. I wish to see in the President's Cabinet a person whose exclusive business it will be to see that the next generation gets a square deal, not merely in that State or that county, or in the other city, but wherever boys and girls are growing into responsible American citizens. I wish to see the chief spokesman of our cause in a position equal to that of the spokesmen for the Nation's defense, for the Nation's commerce and industry, for the Nation's agriculture, and the Nation's labor. I wish to have him in a position where he can offer counsel to men who will be his colleagues on the questions that arise when their problems and policies cross lines with those of education, and I wish him to be in a position where he can offer such counsel freely and frankly. Nearly every department in Washington has educational interests. These are of naval education and of military education and of agricultural education. We need a man in a responsible and influential position who can make known the points where these varied and extensive educational programs can be made to contribute to the solution of the basic educational problem, and where, it may be, they work at cross purposes and to the detriment of the broader educational interests of the Nation.

To Integrate Educational Forces of the Nation.

I believe in a department of education because such an agency is needed to integrate the educational forces of the Nation. In discharging this function, leadership and not law must be depended upon. One of the first steps that a secretary of education would take would be to call a conference of the chief educational officers of the several States for the consideration of national educational policies. Any policies that this conference adopted affecting State and local education could, of course, be carried into effect only through cooperative State action. With the prestige attaching to a department of education, the leadership essential to this, the only method of working out the Nation's educational problems, would come most readily—and yet not so readily that the secretary of education could become in any sense an educational dictator. Whatever plans he proposed would be subject to correction, even to rejection, by the conference; only a true leader with convincing policies would wield a lasting influence. But the best leader and the most convincing policies would be seriously handicapped without the prestige which a Federal port-

folio would provide. If the State officers, after having come to an agreement in conference, could go back to their legislatures with well-matured plans that had the sanction of a recognized Federal department, the chances that their proposals would receive adequate attention would be greatly increased; while the secretary of education, having the backing of this representative group, could in his turn make a strong appeal to the President and to Congress for whatever Federal legislation the conference might propose.

In a similar fashion, the secretary of education would call together the superintendents of city schools, the leaders in rural education, the presidents of the State universities and of the land-grant colleges, the presidents of the State and city normal schools, and other groups representing in the several States educational interests that have an important national bearing. Through leadership of this type every significant value of a *Federal system of education could be realized without imposing upon the country a centralized and form of school administration and control.*

I believe in a Federal Department of Education because it is needed to represent the people and the Government of the United States in the solution of international educational problems. Under the League of Nations these problems will inevitably become of large importance in the future. Educational commissions from foreign nations visit the country every year; these commissions have increased in number and importance since the close of the Great War; they will be even more numerous and vastly more important in the years that lie ahead. Up to the present time the provisions for the reception and entertainment of these commissions have been patriotically undertaken by private and philanthropic agencies, largely because we have had no national educational official of the rank and prestige demanded by relationships of this sort.

International educational conferences are also clearly predictable; plans, indeed, for an important conference were initiated by European educators in 1919. * * *

The Most Important Enterprise.

Above and beyond all other considerations, a Federal department is needed to give to education the status, the dignity, and the influence that it should have in a great democracy. It is needed to put the seal of the Nation's approval upon the most important enterprise in which the people as a whole can engage. As has been repeatedly pointed out in the preceding chapters, we can not consistently be a Nation in every other collective interest and still remain in education as separate and distinct entities. The price that we have paid for our failure to have education adequately reflected in our national life has already been counted up in the heavy toll of illiteracy, limited literacy, heavy deficiencies, and alienism. National subventions to the States will do much to remedy these national weaknesses; but, taken by themselves, they will be an incomplete solution of the problem. To meet the final condition there must be in our Government a Department of Education second in significance to no other department, with a chief who is subordinate in rank, prestige, and influence to no official less important than the President himself.